

2010 STARTALK Scope and Sequence

Listening, Speaking, Reading, & Writing

Essential Learning	Silent Stage	Early Production	Speech Emergence	Intermediate
Content	<p>1.0 Students acquire information recognize distinctive viewpoints and further their knowledge of other disciplines.</p> <p>1.1 Students address discrete elements of daily life, including:</p> <p>a. Greetings and introductions</p> <p>b. Family and friends</p> <p>c. Pets</p> <p>d. Home and neighborhood</p> <p>e. Celebrations, holidays, and rites of passage</p> <p>f. Calendar, seasons, and weather</p> <p>g. Leisure, hobbies and activities, songs, toys and games, sports</p> <p>h. Vacations and travel, maps, destinations, and geography</p> <p>i. School, classroom, schedules, subjects, numbers, time, directions</p> <p>j. Important dates in the target culture</p>	<p>2.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.</p> <p>2.1 Students address topics related to self and the immediate environment, including:</p> <p>a. Social relationships</p> <p>b. People in the community</p> <p>c. Zoo and farm animals, fables</p> <p>d. Care of the home, interacting with people in the community</p> <p>e. Holiday customs and transition points in life</p> <p>f. Climate</p> <p>g. Cultural and leisure-time activities, outdoor, recreational activities, music</p> <p>h. Transportation, lodging, itineraries, geographical features and landmarks</p> <p>i. Curricular and extra-curricular interests and events</p> <p>j. Significant historical figures</p>	<p>3.0 Students acquire information, recognize distinctive view points and further their knowledge of other disciplines.</p> <p>3.1 Students address concrete and factual topics related to the immediate and external environment, including:</p> <p>a. Social norms</p> <p>b. Historical and cultural figures, stereotypes</p> <p>c. Animals and their habitats</p> <p>d. Community issues, current events</p> <p>e. Origins of rites of passage, social and regional customs</p> <p>f. Environmental concerns</p> <p>g. Media, internet, television, radio, film</p> <p>h. Cultural, historic and geographic aspects of travel</p> <p>i. Curricular and extra-curricular subjects</p> <p>j. Significant historical events</p>	<p>4.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.</p> <p>4.1 Students address complex concrete, factual and abstract topics related to the immediate and external environment, including:</p> <p>a. Societal expectations</p> <p>b. Cultural and literary archetypes</p> <p>c. Endangered species</p> <p>d. World events, social and political issues</p> <p>e. Belief systems</p> <p>f. International environmental issues</p> <p>g. The visual and performing arts</p> <p>h. The nature of our interdependent world</p> <p>i. Issues in curricular and extra-curricular subjects</p> <p>j. Authors and their times</p>

	<p>k. Jobs</p> <p>l. Food, meals, restaurants</p> <p>m. Shopping, clothes, colors, and sizes</p> <p>n. Parts of the body, illness</p> <p>o. Technology</p>	<p>k. Professions and the working world</p> <p>l. Cuisine and recipes</p> <p>m. Clothing and fashion</p> <p>n. Health, medical care</p> <p>o. Technological advances and innovation</p>	<p>k. Careers and future plans</p> <p>l. Nutrition, fitness, and health</p> <p>m. Geographically and culturally appropriate clothing</p> <p>n. Cultural differences in health care</p> <p>o. Effects of technology in the modern world</p>	<p>k. Transnational careers and economies</p> <p>l. Issues of world hunger and health</p> <p>m. Design, production and marketing of clothing</p> <p>n. Policy issues in health care</p> <p>o. The promise and challenge of technology</p>
Communications	<p>1.0 Students use formulaic language (learned words, signs, and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers</p> <p>Functions</p> <p>1.4 List, name, identify, enumerate</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>	<p>2.0 Students use created language (sentences and strings of sentences).</p> <p>2.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>2.2 Interpret written, spoken, or signed (ASL) language.</p> <p>2.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p>Functions</p> <p>2.4 Initiate, participate in, and close a conversation, ask and answer questions.</p> <p>2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.</p> <p>2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.</p>	<p>3.0 Students use planned language (paragraphs and strings of paragraphs).</p> <p>3.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>3.2 Interpret written, spoken, or signed (ASL) language.</p> <p>3.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p>Functions</p> <p>3.4 Describe, narrate, explain, state an opinion.</p> <p>3.5 Demonstrate understanding of the main idea and key details in authentic texts.</p> <p>3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>	<p>4.0 Students use extended language (coherent and cohesive multi-paragraph texts).</p> <p>4.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>4.2 Interpret written, spoken, or signed (ASL) language.</p> <p>4.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p>Functions</p> <p>4.4 Discuss, compare and contrast, support an opinion, persuade.</p> <p>4.5 Demonstrate understanding of the main ideas and most details in authentic texts.</p> <p>4.6 Produce and present a complex written, oral, or signed (ASL) product in a culturally authentic way.</p>
Cultures	<p>1.0 Students use appropriate responses to rehearsed cultural situations.</p>	<p>2.0. Students choose an appropriate response to a variety of situations.</p>	<p>3.0 Students determine appropriate responses to situations with complications.</p>	<p>4.0 Students improvise appropriate responses to unpredictable situations.</p>

	<p>1.1 Associate products, practices, and perspectives with the target culture.</p> <p>1.2 Recognize similarities and differences within the target cultures and among students' own cultures.</p> <p>1.3 Identify cultural borrowings.</p>	<p>2.1 Demonstrate understanding of the roles products, practices, and perspectives play in the culture.</p> <p>2.2 State similarities and differences within the target cultures and among students' own cultures.</p> <p>2.3 State reasons for cultural borrowings.</p>	<p>3.1 use products, practices, and perspectives in culturally appropriate ways.</p> <p>3.2 Describe similarities and differences within the target cultures and among students' own cultures.</p> <p>3.3 Describe how products and practices change when cultures come in contact.</p>	<p>4.1 Demonstrate culturally appropriate use of products, practices, and perspectives to others.</p> <p>4.2 Explain similarities and differences within the target cultures and among students' own cultures.</p> <p>4.3 Explain change in perspectives when cultures come in contact.</p>
Connections	<p>1.0 Students demonstrate an ability to use Chinese to name concepts learned in Math computations, Fine arts, Geography, and Natural features.</p> <p>1.1 Students use age-appropriate Chinese sources to learn topics of personal interest.</p>	<p>2.0 Students use Chinese to name concepts learned in other subject areas.</p> <p>2.1. Students read and/or listen to age-appropriate folk tales, short stories, poems, and songs in Chinese.</p>	<p>3.0 Students discuss topics of other school subjects.</p> <p>3.1 Students use a variety of Chinese sources to prepare reports in Chinese and/or English on topics.</p>	<p>4.0 Students acquire information from a variety of Chinese sources written about a topic being studied.</p> <p>4.1 Students compare Chinese language information to information obtained on the topics written in English</p>
Comparisons	<p>1.0 Students notice major contrasts between Chinese and their own language.</p> <p>1.1 Students discover cultural differences ranging from everyday customs and habits.</p>	<p>2.0. Students cite and use examples of borrowed words in Chinese and their own.</p> <p>2.1 Students demonstrate an awareness of differences in daily activities in Chinese culture.</p>	<p>3.0 Students express respect and are aware of usage to reflect status differences in both Chinese and in their own language.</p> <p>3.1 Students compare nuances of meanings of words, idioms, and phrases in the Chinese language and their own</p>	<p>4.0 Students demonstrate an awareness of the style of formal written Chinese and conversational Chinese, and compare them with formal as well as informal usage in their own language.</p> <p>4.1 Students analyze the relationship between perspectives and practices in Chinese culture and compare and contrast these with their own.</p>
Communities	<p>1.0 Students communicate on a personal level with Chinese speakers via dialogues, notes, and cards.</p> <p>1.1 Students present</p>	<p>2.0 Students discuss their preferences concerning leisure activities and current events, in written and oral form, with Chinese speakers.</p> <p>2.1 Students interact with</p>	<p>3.0 Students present information about the Chinese language and culture to others.</p> <p>3.1 Students exchange</p>	<p>4.0 Students use community resources to research topics related to the Chinese language.</p> <p>4.1 Students attend</p>

	<p>information about the Chinese language and culture to others.</p> <p>1.2 Students consult various sources in Chinese to obtain information on topics of personal interest.</p>	<p>Chinese speakers in activities of personal interest.</p> <p>2.2 Students play Chinese sports or games.</p>	<p>information with Chinese speakers about topics of personal interest.</p> <p>3.2 Students use various Chinese media for entertainment or personal growth.</p>	<p>Chinese cultural events or social activities.</p> <p>4.2 Students establish and/or maintain interpersonal relations with Chinese speakers.</p>
Structures	<p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p>	<p>2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.</p> <p>2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications.</p> <p>2.2 Identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages the students know.</p>	<p>3.0 Students use knowledge of text structure to understand topics related to the external environment.</p> <p>3.1 Use paragraph level discourse (text structure) to produce formal communications.</p> <p>3.2 Identify similarities and differences in the paragraph level discourse (text structure) of the languages the students know.</p>	<p>4.0 Students use knowledge of extended discourse to understand abstract and academic topics.</p> <p>4.1 Use extended discourse (native-like text structure) to produce formal communications.</p> <p>4.2 Identify similarities and differences in the extended discourse (native-like text structure) of the languages the students know.</p>
Settings	<p>1.0 Students use language in highly predictable common daily setting.</p> <p>1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.</p>	<p>2.0 Students use language in interpersonal settings.</p> <p>2.1 Participate in age appropriate cultural or language use opportunities outside the classroom.</p>	<p>3.0 Students use language in informal and some formal settings.</p> <p>3.1 Initiate age appropriate cultural or language use opportunities outside the classroom.</p>	<p>4.0 Students use language in informal and formal settings.</p> <p>4.1 Sustain age appropriate cultural or language use opportunities outside the classroom.</p>